

2023 Annual Report to the School Community

School Name: Morwell Central Primary School (5568)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 15 March 2024 at 12:20 PM by Narelle Bloomfield (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 22 March 2024 at 12:01 PM by Kate Douch (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Morwell Central Primary School is located close to the Morwell Leisure Centre precinct, in the Latrobe Valley area of Gippsland. The current enrolment is 402 students with a teaching staff of 34 and 35 support staff. There are 18 home groups operating in the school, which form four Learning Hubs that are collaboratively owned by all. These Hubs are Foundation, 1-2, 3-4 & 5-6. Students are grouped for literacy and numeracy based on their learning needs and work with all teachers within the Learning Hub. Learning needs and groups are determined by pre-assessments. Staff know where students are at developmentally and scaffold their learning so all students can make progress. These groups are flexible and regularly change.

The proportion of single parent families and blended families in the school community is high. The school's Student Family Occupation [SFO] index is 0.75. The school believes that for students to be successful and Ready to Learn, staff need to build student's learning and coping strategies, increase their ability to remain emotionally regulated, and to help them recognise and understand their reactions and responses. These skills are deliberately taught across the school, so students are Ready to Learn and know how to positively impact their own learning and others' learning. All students spend the first half hour of the day with their home group and teacher; participating in a range of activities and discussions that focus on getting Ready to Learn.

Morwell Central offers a broad range of curriculum programs with a special emphasis on developing the essential skills of Literacy and Numeracy. Students participate in specialist programs, which include Performing Arts, Music, Information Communication and Technology, Physical Education and Design Technology.

The school fosters an environment where students are encouraged to take ownership of their learning. Through the implementation of the Developmental Curriculum Model in the P-2 Learning Hubs and the Inquiry Based Learning Model in 3-6 Learning Hubs, all teachers promote individual learning where students are supported to explore, inquire and reflect. Morwell Central Primary promotes and supports the vision of a curious, connected learning community.

At Morwell Central Primary School, staff believe everyone has the right to fully participate in an educational environment that is safe, supportive and inclusive. Underpinning all behaviours within the school are the core ASPIRE values of Acceptance, Support, Persistence, Individual Responsibility, Respect and Excellence. Teachers deliver explicit lessons focused on these values and in turn develop a common language that supports our values and beliefs as a school.

Morwell Central Primary School also implements a program called Rethink and Reflect, which aims to improve the social functioning of all children. The Rethink and Reflect program focuses on teaching children good communication, problem solving and behavioural skills. All staff have high expectations, build positive relationships and are fair and consistent.

Morwell Central Primary School has an Early Childhood facility on site, which is operated by Goodstart. Both the school and the early childhood facility are supported through a formal arrangement with Our Place, who seek to build community connections on site. This collaborative approach has enabled increased community connections through community workshops and the provision of various services which operate on site, including but not limited to, paediatric support, speech pathology, community nursing, occupational therapy, and psychology.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, staff at Morwell Central continued to implement the Science of Reading and The Writing Revolution across the school. Staff have introduced Daily Reviews in both Literacy and Maths to ensure that students are retaining concepts that have been previously taught. Throughout 2024 we will focus on Numeracy teaching and learning, and improving outcomes for students.

In 2023 teacher judgements of student achievements against the Victorian Curriculum, a school comparison implies that for English and Mathematics, teachers at Morwell Central Primary have assessed students as having a similar performance than would be expected in similar schools. In English 68.8% of students were marked at or above age expected standards compared to 69.6% of similar schools. In Maths 69.3% of students were marked at age expected standards compared to 68.2% of similar schools.

NAPLAN was revised in 2023 and data was unable to be compared to previous years.

NAPLAN results show the percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

In Reading Year 3 – 39.6% of our students were in the Strong or Exceeding band (compared to 49.8% of similar schools and 69.6% of the state).

In Reading Year 5 – 60.9% of our students were in the Strong or Exceeding bands (compared to 61.6% of similar schools and 76.9% of the state).

In Numeracy Year 3 – 39.6% of our students were in the Strong or Exceeding bands (compared to 48.3% of similar schools and

67.4% of the state).

In Numeracy Year 5 – 50.0% of our students were in the Strong or Exceeding bands (compared to 49.3% of similar schools and 67.9% of the state).

PLCs (Professional Learning Communities) are now a common practice across the school with each team having weekly protected meeting times. PLCs occur in every learning hub and focus on student learning and outcomes as well as teacher practice. The school has an agreed inquiry cycle document that is used by all learning teams. All learning hubs have two inquiry cycles each term, one literacy and one maths. Each PLC inquiry improvement cycle focuses on working collaboratively to set and prioritise goals and ensuring learning and teacher practice is prioritised. Teachers are continually tracking the learning needs of all students.

Wellbeing

In 2023 our focus was on ensuring students were Ready to Learn and actively engaged in teaching and learning. We continued to embed practices around creating a safe and orderly learning environment by revisiting our agreed behaviour expectations, yard and classroom procedures, the Rethink and Reflect process, and maintaining high expectations for behaviour for all staff and students. Morwell Central Primary was identified as an Inner Gippsland Wellbeing Focus school, which led to the development of a Wellbeing Model and school Impact Model.

- Strategic resourcing and additional mental health funding allowed for an expansion of the school counsellor's hours, the appointment of a Learning Specialist as the Disability Inclusion Coordinator, and implementation of more effective processes and practices.

- Our collaboration with Our Place further developed partnerships that allow Morwell Central to be a central place for support services. New providers and services included the NDIS Connection Desk and Key Assets. Members of the Wellbeing team collaborate extensively with all onsite providers, which helps to provide guidance and recommendations to parents and caregivers about the various services available under the Morwell Central and Our Place banner.

- The school-based process for reporting student concerns, our collaboration with Our Place, and the support from our multi-disciplinary team have all had a positive effect on students' general wellbeing and growth. It has also strengthened partnerships that ensure relevant information is shared, and that both students' and family's needs are met and consistently monitored.

- The Respectful Relationships team continued to develop and improve the prosocial skills lessons delivered across the school, developed staff and student Statements of Commitment, and revised the ASPIRE matrix to make it more visually accessible for younger students, students with a disability and the broader community.

- All school staff completed professional development around A Framework for Understanding Poverty, which increased staff understanding of, and empathy for students and families within our school community.

Data from the Student Attitude to School Survey, indicated that our students feel a strong sense of connectedness, with 88.4% of students in Years 4 to 6 indicating a positive response. This is significantly higher than similar and state school averages. The survey also indicated that 94.3% of students indicated a positive response to how the school manages bullying, which is also significantly higher than similar and state school averages. All members of the school community are committed to, enthusiastic about, and engaged in student learning, which was demonstrated on the Parent Opinion Survey, where parents responded with a 93.3% positive response rate, which is higher than the state average of 82.8%.

Engagement

Engagement is achieved and measured in a number of different ways at Morwell Central Primary School. In 2023 we continued to revisit practices around ensuring a safe and orderly environment, continued to develop and improve the prosocial skills delivered across the school to reflect Respectful Relationships initiatives and priorities, and remained focused on ensuring students were actively engaged in teaching and learning.

In the 2023 Attitude to School Survey, 86% of our 4-6 students had a positive response to the student voice and agency domain, compared to 68% of similar schools and 66% of state.

In 2023, we introduced Electives to all students in grade 3 to grade 6. Electives were on Monday afternoons in 6-week blocks. Students and teachers had the opportunity to discuss ideas for electives and were able to put in preferences for the elective they would like to be involved in. Throughout the year different elective options were available for students from cooking, woodwork, coding, lawn bowls, cricket, basketball, kinder visits, art and craft, singing and many more.

We have had a strong focus on developing all students' leadership skills through programs such as Junior Class Presidents (Prep-2 students), Junior School Council (3-6 students), House Captains, Worm farm monitors and our School Captains. Many students at Morwell Central apply for these leadership positions and aspire to become a leader of the school.

Our 2023 attendance data demonstrates a slightly higher average number of absence days than the state average, however the

school implemented a number of new initiatives to help improve the data moving forward. Collaboration with Key Assets and Early Help, moving to automated text messages for same day absence notification, and following up via text messaging and direct messages in addition to telephone calls, has seen a slight improvement in building relationships with families who are experiencing difficulties in getting their children to school regularly and on time. In 2023, we introduced attendance raffles at a homeroom and hub level. The hub level prizes are presented at assembly each week, with students who have 100% attendance going into a raffle for prizes. In term 4 we also had our major attendance raffle of two bikes.

Financial performance

Overall, the school remains in a sound financial position and had a net operating surplus in 2023. A well-planned annual income and expenditure has ensured the school's resources support educational priorities and goals. Proper accounts and records were kept, and internal controls monitored. Financial commitments were met with expected timelines and the school operated as planned within its budget. The school council were well informed of school's finances. Actual revenue and expenditure during 2023 were compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2023 year. Morwell Central Primary School is committed to continuing the provision of high quality, educational opportunities for all students.

For more detailed information regarding our school please visit our website at
<https://www.morwellcentralps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 398 students were enrolled at this school in 2023, 188 female and 210 male.

8 percent of students had English as an additional language and 14 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

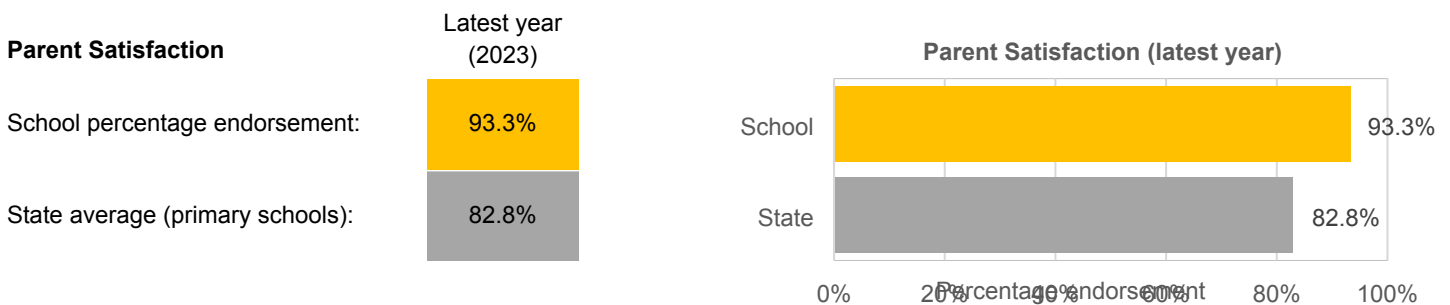
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

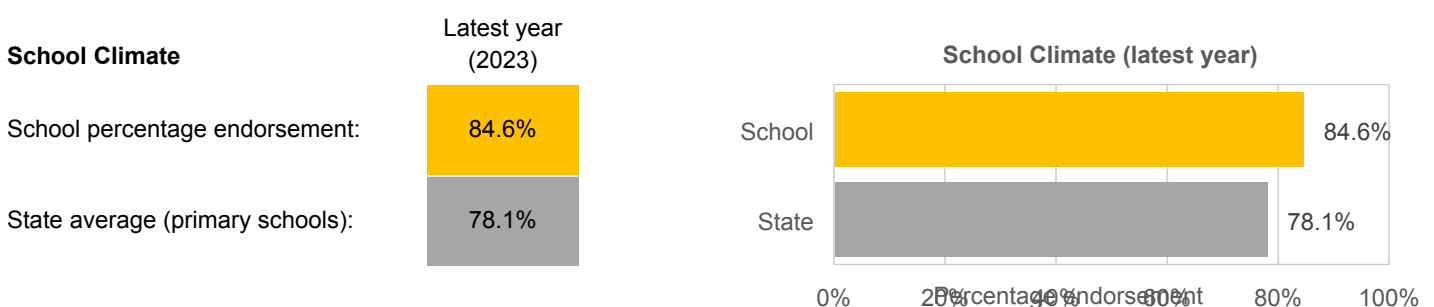


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

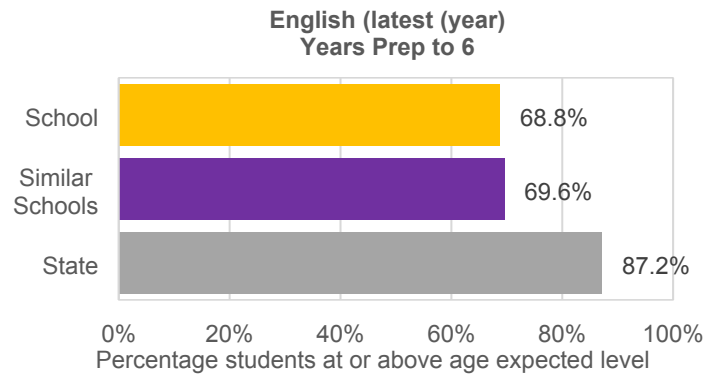
68.8%

Similar Schools average:

69.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

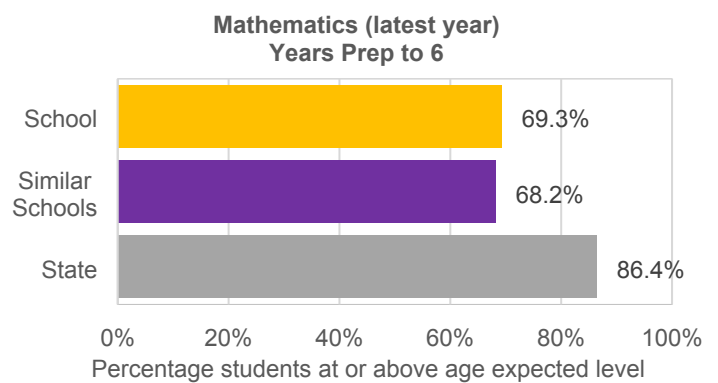
69.3%

Similar Schools average:

68.2%

State average:

86.4%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

39.6%

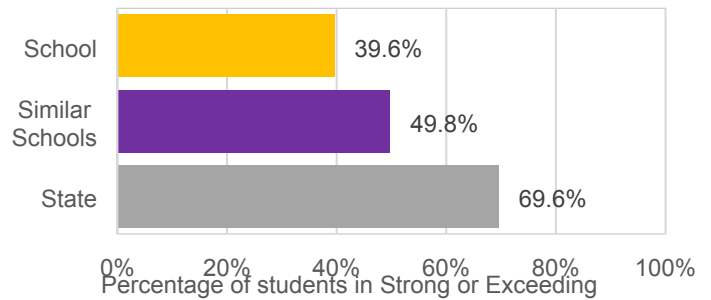
Similar Schools average:

49.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.9%

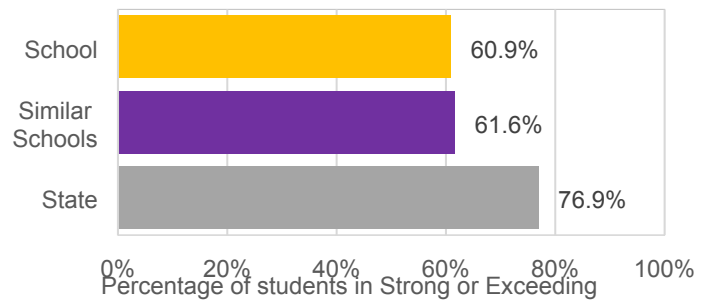
Similar Schools average:

61.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

39.6%

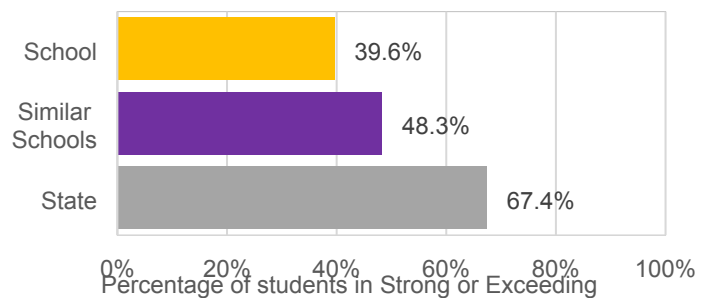
Similar Schools average:

48.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

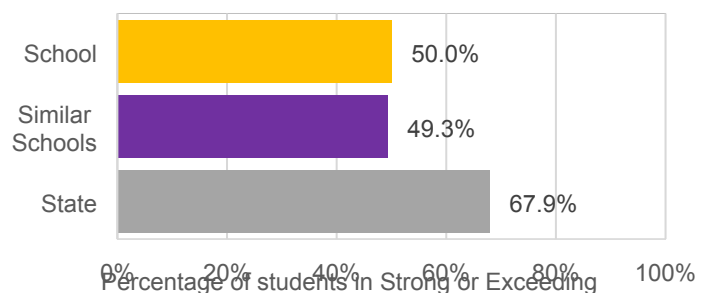
Similar Schools average:

49.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

60.5%

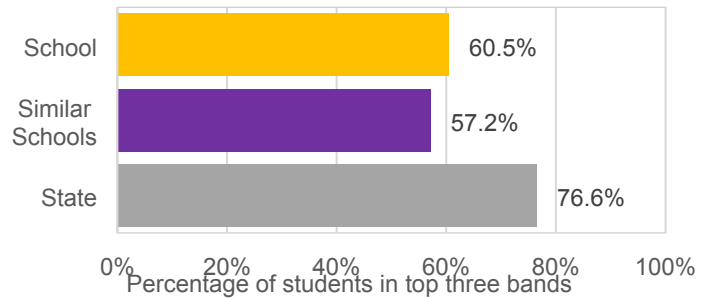
Similar Schools average:

57.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

46.2%

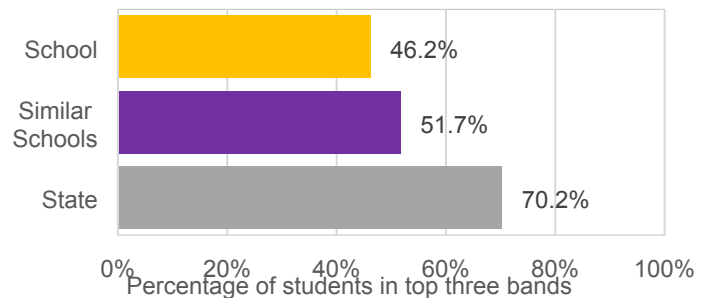
Similar Schools average:

51.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

53.8%

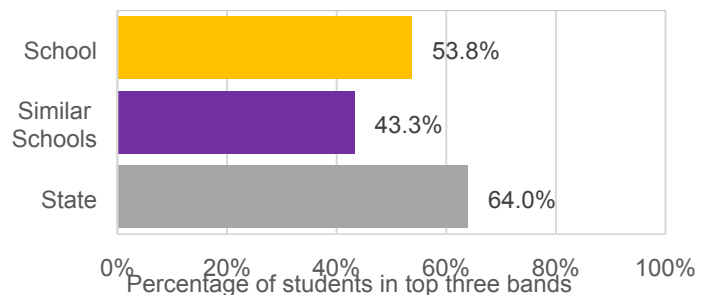
Similar Schools average:

43.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

27.8%

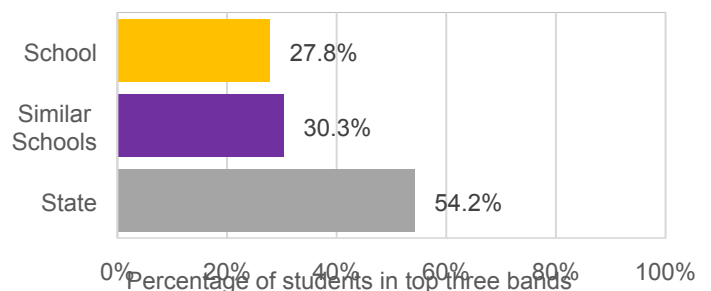
Similar Schools average:

30.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



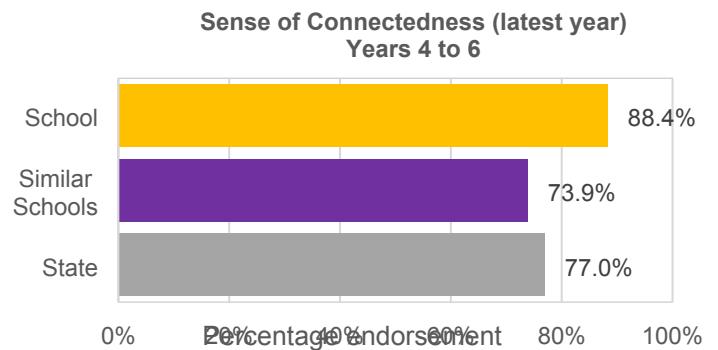
WELLBEING

Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

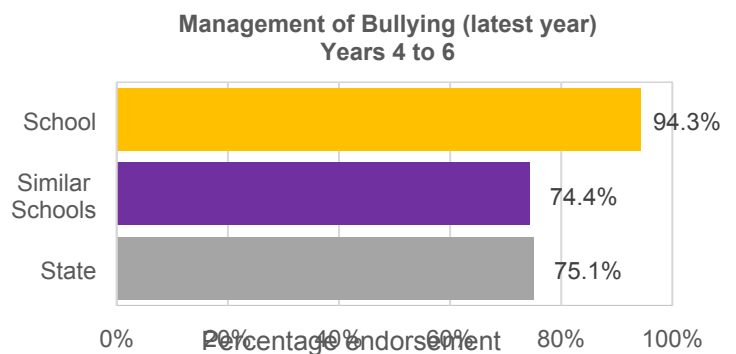
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	88.4%	89.9%
Similar Schools average:	73.9%	74.9%
State average:	77.0%	78.5%



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	94.3%	95.3%
Similar Schools average:	74.4%	75.3%
State average:	75.1%	76.9%



ENGAGEMENT

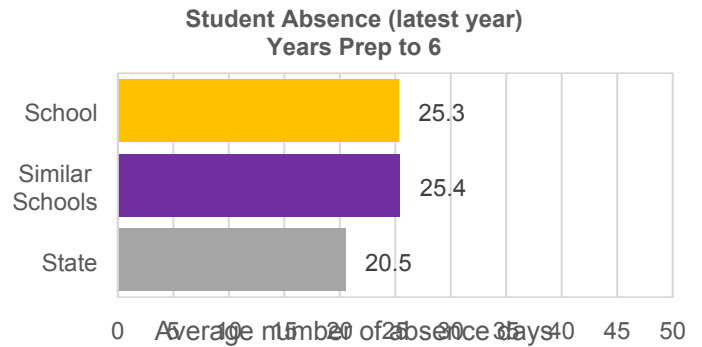
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	25.3	22.5
Similar Schools average:	25.4	23.7
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	86%	88%	87%	88%	87%	87%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,224,426
Government Provided DET Grants	\$1,745,428
Government Grants Commonwealth	\$29,595
Government Grants State	\$0
Revenue Other	\$74,215
Locally Raised Funds	\$94,112
Capital Grants	\$5,290
Total Operating Revenue	\$7,173,067

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,274,640
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,274,640

Expenditure	Actual
Student Resource Package ²	\$5,148,068
Adjustments	\$0
Books & Publications	\$232
Camps/Excursions/Activities	\$54,054
Communication Costs	\$9,581
Consumables	\$83,344
Miscellaneous Expense ³	\$15,745
Professional Development	\$28,912
Equipment/Maintenance/Hire	\$63,686
Property Services	\$173,901
Salaries & Allowances ⁴	\$767,080
Support Services	\$71,202
Trading & Fundraising	\$68,728
Motor Vehicle Expenses	\$135
Travel & Subsistence	\$810
Utilities	\$64,744
Total Operating Expenditure	\$6,550,220
Net Operating Surplus/-Deficit	\$617,558
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$1,467,670
Official Account	\$48,985
Other Accounts	\$0
Total Funds Available	\$1,516,656

Financial Commitments	Actual
Operating Reserve	\$225,184
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$540,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$300,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$350,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,415,184

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.